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MISCELLANEOUS NOTES AND COMMENT

PROGRAM OF THE DEPARTMENT OF SUPERINTENDENCE

THE program of the semi-centennial meeting of the Department of Superintendence now in process of preparation by the President of the Department, Superintendent E. U. Graff, Indianapolis, Indiana, will contain full discussions on educational problems bearing on Americanization in all its phases, and a full presentation of the need of financial reorganization in the support of public education.

A special feature will be a session devoted to the discussion of the subject, "What is the Most Current Educational Problem?" which will be discussed from the viewpoint of law, medicine, commerce, industry and labor. Community singing will continue to be a feature of the meeting. There will be one or more demonstrations of socialized recitations of supervised study. Addresses of welcome will be omitted and the time limit for all speakers enforced.

The meeting will be held in Cleveland, Ohio, February 23 to 28, 1920.—L. A. W.

THE N. E. A.

NO not forget the meeting of the Department of Superintendence of the N. E. A. in Cleveland, Ohio, February 23 to 28. This is the semi-centennial meeting and will be a celebration as well as a regular meeting. This meeting has come to be the most important winter educational meeting and every school man holding any sort of an administrative position should be present. Send for reservations now, the hotels are already being crowded to capacity.—L. A. W.

EFFICIENCY OF OREGON SCHOOL CHILDREN

THOSE school systems in this state which have been interested in the coöperative scheme of testing children conducted through the School of Education at the University will be interested to examine and to have on hand for comparative purposes a copy of a bulletin from the University of Oregon setting forth the results of a similar plan carried on there.

The author of the bulletin and conductor of the plan is Professor C. A. Gregory, Professor of School Administration in the School of Education at the University of Oregon. The tests used were the Courtis Arithmetic, Stone Reading, Kansas Silent Reading, Ayres Gettysburg edition of the Handwriting Scale,

the Monroe Algebra tests and a set of language tests made by Professor Gregory.

The bulletin publishes the results in tabulated form with brief comments on the results and the comparative scores of Oregon schools with standard scores.

The bulletin carries the title, "The Efficiency of Oregon School Children in the Tool Subjects" and can be secured by writing to the School of Education of the University of Oregon.—L. A. W.

WORDS OF WISDOM

The assumption that the cultural and the vocational are mutually exclusive is absurd. If they cannot co-exist in education, how can they coexist in life itself, of which education, after all, is but a part. The real antagonism is between a culture remote from life, which despises work, and a vocational training which has no time for culture.—A. D. Yocum in *Culture, Discipline and Democracy*.

If a nation expects to be ignorant and free in a state of civilization it expects what never was and never will be.—Thomas Jefferson.

Without popular education no government which rests upon popular action can long endure. The people must be schooled in the knowledge, and if possible in the virtues, upon which the maintenance and success of free institutions depend.—Woodrow Wilson.

Democracy means self-governing; self-government necessitates universal education, and universal education can only be accomplished by free public schools under the control of all the people.—Charles Dabney.

If a teacher is alert to her opportunities for helpfulness, and is genuinely progressive, her capacity to do efficient work should increase steadily for years, and school officials cannot escape the penalty of retrogression in their school if they allow such teachers to resign to accept better position.—Don C. Bliss.

HIGH POINTS

AN interesting pamphlet, or bulletin rather, is the monthly Bulletin of High Points published by the Board of Education of New York City in which the teachers, supervisory and administrative officers are free to set forth their professional ideas and to contribute such material as they consider interesting, valuable, and worth while.

The September number contains a poem "The Unreturning," an appreciation, "Remembrance," "Educational Measurements in the High School Work," "Legitimate Homework," "Why Waste Words," "Teaching Current Events," etc.

The tone of the articles is "homey" and yet strictly of the product of thinkers and scholars; the material is live, up-to-date, hot from the schoolroom; the form is attractive, simple and easily handled. The purpose of the bulletin appears to be well carried out: "Established as a clearing house for ideas, the Bulletin of High Points aims to give expression to the best professional opinion of the teachers of the city."—L. A. W.

NOTES AND NEWS REGARDING WORK OF NATIONAL COMMITTEE ON MATHE- MATICAL REQUIREMENTS

A PRELIMINARY report on "The Reorganization of the First Courses in Secondary School Mathematics" prepared by a sub-committee, which was authorized to publish it, was issued on November 25th. It is being made the basis of discussion by organizations, committees, local groups, etc., throughout the country. Over 30 such organizations are at present at work on this report.

The whole of the meeting of the Association of Teachers of Mathematics in the Middle States and Maryland in Philadelphia on November 29th was devoted to the discussion of this report; it had a prominent place on the program of the Central Association of Science and Mathematics Teachers in Chicago on November 28th and 29th and at the meeting of the Association of Teachers of Mathematics in New England in Boston on December 6th.

Committees representing organizations in the following states are actively coöperating with the National Committee: Massachusetts, Rhode Island, New York, New Jersey, Pennsylvania, West Virginia, Ohio, Indiana, Illinois, Wisconsin, Iowa, North Dakota, Missouri and Texas.

Local groups or clubs are studying the report in Boston, Springfield (Mass.), Providence, New Haven, New York City, Washington, Baltimore, Cincinnati, Columbus (Ohio), Terre Haute, Chicago, St. Louis, St. Paul, Minneapolis and in several smaller cities.

Meetings in addition to those previously announced at which the work of the National Committee will be discussed are as follows: Mathematical Association of America in St. Louis, December 29th and in New York, January 2nd; Ohio State Teachers Association, Columbus, December 30th; Pennsylvania State Educational Association, Philadelphia, December

30th; Association of Teachers of Mathematics in the Middle States and Maryland, Southern Section, Baltimore, December 13th, Syracuse Section, Syracuse, New York, December 30th.

The next meeting of the National Committee will occur in New York City on December 30th. The principal items on the program for this meeting are the consideration of the report on "The Reorganization of the First Courses in Secondary School Mathematics," the report on "The Valid Aims and Purposes of the Study of Mathematics" and the proposed revision of college entrance requirements.

The United States Bureau of Education has offered to publish the reports of the National Committee in the form of leaflets or bulletins.

A Mathematics Section of the West Virginia State Teachers Association was organized in Fairmont on November 28th. Professor John Eiesland of the University of West Virginia was elected chairman of the newly formed section. Professor C. N. Moore spoke in behalf of the work of the National Committee.

BOOK NOTES AND REVIEWS

NOUVEAU COURS FRANCAIS. By André C. Fontaine. Ginn and Co., revised edition, 1919.

This new French Grammar attempts to put into practice certain original ideas that are interesting. In general the plan seems to have been to delay the more complex parts of grammar as long as possible so as to enable the beginner to become fluent in his command of what has been presented, and at the same time to acquire a relatively large vocabulary in French of a practical nature.

In application, this plan encounters several difficulties. To mention only one: it becomes very difficult to make the students' progress in translation from French into English conform to his advance in grammar, unless the former part of his instruction be inexcusably deferred.

I believe the average teacher will find serious fault with the grammar because of the length of the lessons. The eighth lesson may be an extreme case; it is seven pages long and contains: a vocabulary of eighteen words, the cardinal and ordinal numerals, dates, days of the month and week, time of the day, present tense of the *iv* conjugation, conjugation drills, a page of French for translation, fourteen sentences with blanks to be filled in, twelve sentences to be answered orally, and finally an exercise of seventeen sentences. Such a lesson would require three or four recitations to be thoroughly mastered. The division of a lesson in this